DOCUMENT RESUME

ED 300 054 JC 880 463

AUTHOR Muzeroll, Terry; And Others
TITLE Why 1986 Minus 1985 Does Not Equal One: A Comparison of Selected Demographics of the 1986 and 1985 Graduates of MxCC.
INSTITUTION Middlesex Community Coll., Middletown, Conn.
PUB DATE Dec 86
NOTE 10p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attendance Patterns; College Credits; *College Graduates; College Programs; *College Transfer Students; Community Colleges; Comparative Analysis; Full Time Students; Grade Point Average; Graduate Surveys; Part Time Students; Remedial Programs; *Student Characteristics; Transfer Programs; Two Year Colleges; *Two Year College Students

ABSTRACT

In 1986, a study was conducted at Middlesex Community College (MxCC) to examine selected demographics of that year's graduating class and to compare them with similar statistics compiled for 1985 graduates. The graduating classes were compared in terms of students' major, sex, age, full-/part-time status, average number of semesters attended, calendar year of initial enrollment, grade point average (GPA), transfer of credits, and participation in remedial programs. Study findings included the following: (1) the number of graduates decreased from 284 in 1985 to 263 in 1986; (2) 20.9% of the 1986 graduates attended MxCC on a full-time basis, compared to 12.8% of the 1985 class; (3) the average number of semesters attended to complete the degree dropped from 7.07 to 6.86, with General Business majors evidencing a decrease from 8.09 to 5.94 semesters; (4) students' average GPA declined from 3.021 to 2.996, with women over 24 years of age earning the highest average; (5) 51.3% of the 1986 graduates used transfer credits, compared to 45.2% of the 1985 class; and (6) the number of graduates who took remedial courses declined, though 33.5% of the 1986 class had taken remedial math. (AAZC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Muzeroll

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED300054

IC 880 463

WHY 1986 MINUS 1985 DOES NOT EQUAL ONE: A COMPARISON OF SELECTED DEMOGRAPHICS OF THE 1986 AND 1985 GRADUATES OF MxCC

Terry Muzeroll, Math Lab Coordinator

Stephen Krevisky, Coordinator of Institutional Research

John H. Coggins, Academic Dean

Middlesex Community College
100 Training Hill Road
Middletown, Connecticut 06457

December 1986

BEST COPY AVAILABLE

Last year we did a profile of the 1985 graduating class at MxCC in order to better understand who they were. We sought answers to questions such as: What were their majors; average QPA's; male, female, age breakdowns; and so forth. We would thus be better able to meet our students' needs by adjusting our curriculum accordingly and be better prepared to deal with recruitment, retention and other issues. In this report, similar statistics were compiled for the 1986 graduates and they will be compared to their peers in the 1985 class.

Table I gives the breakdown of graduates by program, with average age overall, and average age by program. Also, shown are male/female breakdown for average age overall and by program. The data seem similar to what was observed in last year's report. The overall average age of graduates dropped slightly from 29.5 to 29.1. The average age of women graduates declined a little, from 29.2 to 28.6, while the average age of male graduates went from 30.2 to 30.1. The age of graduates ranged from 19 to 69. These do not appear to be significant changes. The percent of women graduates dropped from 70.8% to 67.7%.

The number of graduates dropped from 284 to 263 (7.4% decrease). The overall decline of 21 students consists of 20 women and one male. Is this a trend for the future? Or might we be seeing a movement toward more part-time students and fewer full-time students? Is the decline among traditional or non-traditional age students? We need answers to these questions. The General degree continued to be the most popular degree, followed again by Business Administration, with a sharp drop down to Information Systems, Marketing, Human Services, and General Business Option. At the other end of the spectrum the fewest number of graduates were in Drug and Alcohol (again, one student 59 years old), Liberal Arts/Humanities, Liberal Arts/Science, with one each, and Environmental Science and Telecommunications Certificate, with three each. This, again, is similar to last year. Smaller programs may not be necessarily ineffective in meeting student's needs, but the same tendencies as last year are seen. Are these programs meeting students' needs, or could they be enhanced and made more attractive? No program made major increases; in fact, the two biggest decreases were in General, down from 79 to 66 and, Business Administration, down from 53 to 45. What is the significance of these drops?

The programs, with the youngest average age of graduates, in ascending order, are: Medical Secretary and Assistant, Medical Secretary, Environmental Science, Radiology, and General Fine Arts Option, all small programs. The programs with the oldest average age of graduates, in descending order are: Drug and Alcohol, Liberal Arts/ Science, General, and General Business Option. While the largest number of graduates are mostly in programs with the highest average age, this isn't a strict relationship.

TABLE I

NUMBERS BY PROGRAM, SEX AND AGE OF GRADUATES

	Number of Graduates		Avg. Age of Graduates		Number of Women		Avg. Age of Women		Number of Men		Avg. Age of Men	
	1985	1986	1985	1986	1985	1986	1985	1986	1985	1986	1985	1986
Accounting	12	10	28.2	29.3	9	8	28.8	24.3	3	2	26.3	39.5
Business Administration	53	45	31.0	29.9	37	31	32.0	30.8	16	14	28.8	27.9
Drug and Alcohol	1	1	59.0	59.0	1	1	59.0	59.0	0	0	0	0
Environmental Science	1	3	20.0	22.7	1	1	20.0	22.0	0	2	0	23.0
Executive Secretarial	18	9	22.4	24.0	18	9	22.4	24.0	0	0	0	0
General	79	66	32.9	33.7	53	45	33.7	32.2	26	21	31.4	36.9
General: Business Option	11	17	28.1	31.5	10	11	28.8	33.6	1	6	21.0	28.0
General: Commercial Art	4	6	27.0	31.3	2	5	28.0	31.2	2	1	26.0	32.0
General: Fine Art	0	4	0	23.0	0	3	24.0	24.0	0	1	0	20.0
General: Law Enforcement	9	6	36.3	34.8	0	0	0	0	9	6	36.3	34.8
Human Services	16	17	29.1	25.1	14	15	29.9	25.1	2	2	24.0	25.0
Information Systems	19	19	32.6	28.3	14	8	34.0	28.6	5	11	28.6	28.0
Legal Secretarial	8	5	20.3	26.0	8	5	20.3	26.0	0	0	0	0
Liberal Arts/Humanities	0	1	0	24.0	0	1	0	24.0	0	0	0	0
Liberal Arts/Science	1	1	32.0	36.0	1	0	32.0	0	0	1	0	36.0
Marketing	20	17	25.6	26.1	7	6	21.0	27.5	13	11	28.0	25.4
Medical Secretarial	3	8	26.7	22.1	3	8	26.7	22.1	0	0	0	0
Medical Secretarial & Asst.	5	9	23.8	21.0	5	9	23.8	21.0	0	0	0	0
Radiology	15	11	28.6	22.9	13	10	28.2	23.1	2	1	31.0	21.0
Telecommunications	7	5	21.6	24.8	1	1	21.0	23.0	6	4	21.7	25.3
Telecommunications Certificate	2	3	29.5	25.3	1	1	31.0	34.0	1	2	28.0	21.0
TOTAL	284*	263*	29.5	29.1	198*	178*	29.2	28.6	86*	85*	30.2	30.1

*Numbers reflect double degrees

Table II shows that a higher proportion of 1986 graduates were full-time only as compared to 1985 (55 FT only, up from 36 in 1985). In 1986, 20.9% of the graduates were full-time, as compared to 12.8% in 1985. Interestingly, this occurs as the total number of graduates declined. Are these changes occurring with younger or older graduates, male or female, traditional vs. non-traditional age students? These breakdowns might help us. The change in number of students who interrupted their education was very slight.

TABLE II

STUDENT STATUS OF GRADUATES

(1985, N = 281) (1986, N = 263)

	Number		Percent	
	1985	1986	1985	1986
Full-time only	36	55	12.8%	20.9%
Part-time only	94	70	33.5%	26.6%
Full and part-time	151	138	53.7%	52.5%
Students who interrupted attendance	105	102	37.4%	38.8%

In Table III, it can be seen that the average number of semesters taken to complete the degree dropped a little to 6.86 from 7.07. The Liberal Arts/Science graduate took 13 semesters, an increase from five semesters for the 1985 graduate in Liberal Arts/Science. The average in Environmental Science went from 7.33 to 6.61. The average in Information Systems dropped from 8.79 to 7.26. The average in General Business option declined from 8.09 to 5.94. Are these significant changes? Overall, the data again is similar to last year.

TABLE III

AVERAGE NUMBER OF SEMESTERS ATTENDED BY PROGRAM

Program	Average Number of Semesters Attended		Standard Deviation	
	1985	1986	1985	1986
Accounting	7	7.3	3.72	2.53
Business Administration	8.36	9.18	2.98	3.72
Drug and Alcohol	3	4.0	0	0
Environmental Science	4	6.0	0	1.63
Executive Secretarial	5.78	4.89	2.86	0.74
General	7.33	6.61	5.46	3.3
General: Business Option	8.09	5.94	4.44	2.86
General: Commercial Art	5.25	6.67	.83	2.56
General: Fine Art	--	4.5	0	0.5
General: Law Enforcement	4	4.67	2.67	3.04
Human Services	6.94	6.59	2.77	2.70
Information Systems	8.79	7.26	2.09	2.0
Legal Secretarial	4.75	6.0	.97	2.28
Liberal Arts/Humanities	--	8.0	--	0
Liberal Arts/Science	5	13.0	0	0
Marketing	6.75	7.35	2.09	3.32
Medical Secretarial	5.67	5.88	.47	1.62
Medical Secretarial & Assistant	5.2	4.89	1.47	1.1
Radiologic Technology	6.33	6.27	2.44	1.66
Telecommunications	6.71	5.8	2.25	1.72
Telecommunications Certificate	9	5.0	3	4.32
OVERALL	7.07	6.86		3.19

Figure 1 displays the year in which various numbers of 1986 graduates began their studies. While overall, the graph is similar to Figure 1 in last year's report, one difference emerges. In the graph of the 1985 graduates, the largest numbers began in 1982, with the next numbers in 1983. In the graph of the 1986 graduates, the largest numbers began in 1984, while the next largest numbers began in 1983. This may help explain why the average number of semesters taken to graduate dropped somewhat from 1985 to 1986.

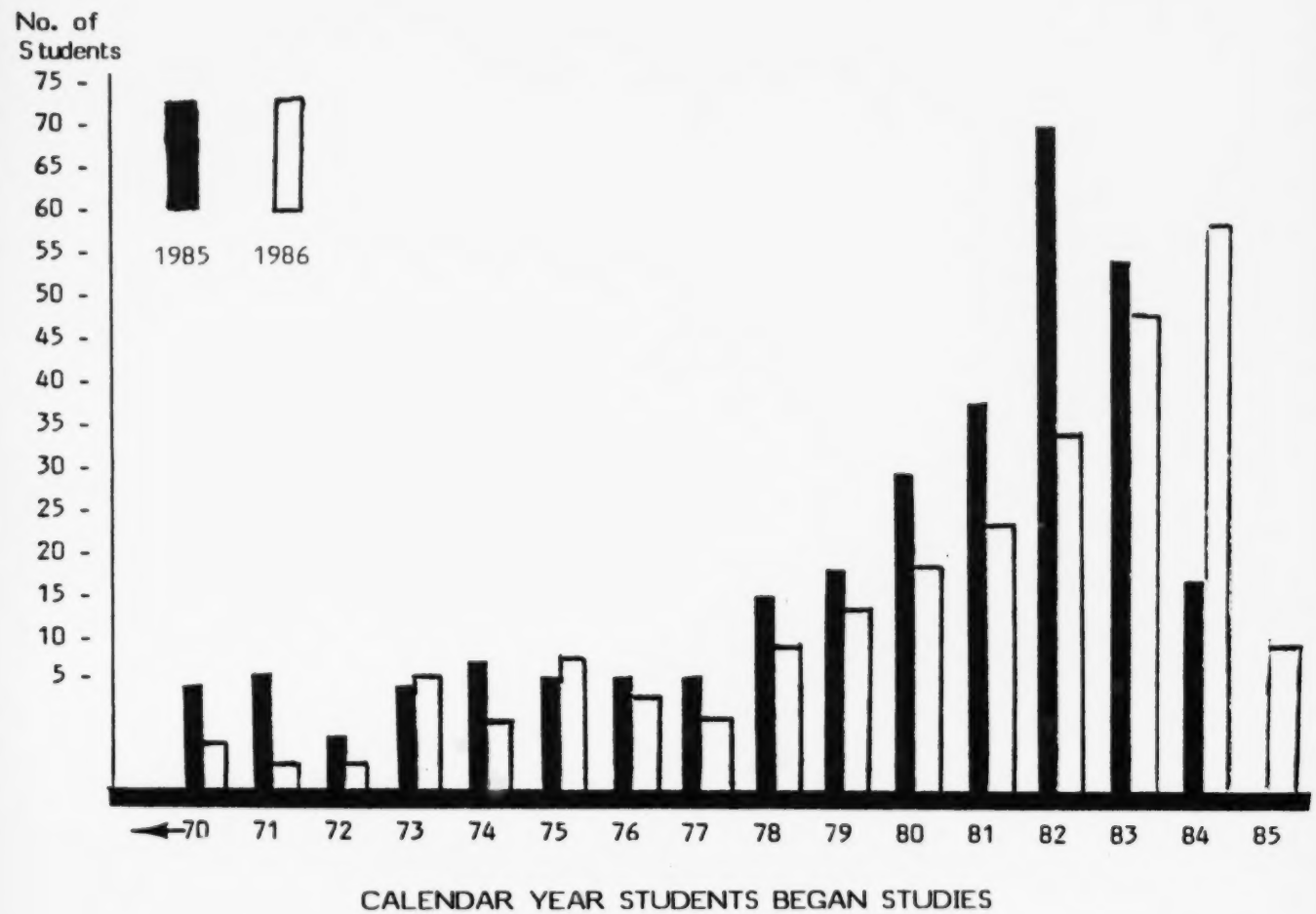

FIGURE 1. This chart shows graphically the number of 1985 graduates who began studies in the years preceding 1985 and the number of 1986 graduates who began studies in the years preceding 1986.

In Table IV, we examine the average QPA of 1986 graduates, with various breakdowns by age, and sex, as in last year's figures. The overall QPA for 1986 graduates is 2.996, down slightly from last year's average of 3.021. The adult females had the best QPA's, as of last year, but the gap between male and female adult students narrowed. One change occurred as the under 25 males had better QPA's than the under 25 females, althought not by very much. Again, the QPA after 12 credits was a good predictor of final QPA with a strong correlation of + .96 (up from + .875 last year).

Also in Table IV, the data on W grades are similar, but there is a slight jump in number and percent of graduates with I grades. Is this significant?

TABLE IV

GRADES OF GRADUATES

(1985, N = 281) (1986, N = 263)

	1985	1986
Average Q.P.A.	3.021	2.996
Median Q.P.A.	3.064	2.953
Variance	.321	.294
Standard Deviation	.566	.542
Range	2.001-4.000 (1.999)	2.000-4.000 (2)

	Q.P.A. All Students		Q.P.A. Males		Q.P.A. Females	
	1985	1986	1985	1986	1985	1986
Under age 25	2.694	2.729	2.657	2.749	2.704	2.721
Age 25 and up	3.268	3.196	3.064	3.146	3.365	3.223

Graduates With W Grades (%)		Of Those Avg. Number of Courses With W Grades		Number of Graduates with I Grades (%)		Avg. Number of Courses with I Grades	
1985	1986	1985	1986	1985	1986	1985	1986
149 (53.0%)	139 (52.9%)	2.7	2.5	18 (6.4%)	25 (9.5%)	1.2	1.4

Average Q.P.A. After 12 Credits		% Change to Final Q.P.A.		Correlation Q.P.A. After 12 Credits Final Q.P.A.	
1985	1986	1985	1986	1985	1986
2.969	2.923	+1.75%	+2.50%	r=+.875	+.96

In Table V, 135 (51.3%) of the graduates used transfer credits, up from last year's total of 127 (45.2%). The average number of transfer credits, for those who used transfer credits, was 27.4 down somewhat from 31 last year. The average age of those using transfer credits dropped from 34.5 to 32.3, which is still above the average age of all graduates. Male and female breakdowns might be interesting here. Finally, the average number of MxCC credits used by graduates (all graduates) increased from 51.4 to 53.

TABLE V

USE OF TRANSFER CREDIT BY GRADUATES

	1985	1986	1985	1986
Number of graduates using transfer credit	127	135	(45.2%)	(51.3%)
Average number of transfer credits used by graduates (of those who used transfer credit)	31.0	27.4		
Average age of those using transfer credit	34.5	32.3		
Average number of MxCC credits used by graduates (all graduates)	51.4	53.0		

Finally, Table VI shows a decline from last year in numbers of 1986 graduates taking remedial classes, although many still take Math 99. The correlation used here may not be very meaningful -- other relationships might be more useful. The major question raised by these data is whether students who take remedial English (English 98 and English 99) are less likely to graduate than students who are not required to take these courses. In both 1985 and 1986, a small percentage of graduates had taken these courses. Indications seem to be that a much higher percentage of our entire student body takes these courses. Why do they fail to graduate?

TABLE VI

GRADUATES WHO TOOK REMEDIAL COURSES

Number Who Had Eng. 98 (%)	Avg. Age	Number Who Had Eng. 99 (%)	Avg. Age	Number Who Had Math 99 (%)	Avg. Age	Percent Who Had All Three (%)	Percent Who Had Eng. 99 and Math 99
1985							
29 (10.3%)	22.8	27 (9.6%)	23.4	96 (34.2%)	30.2	6 (2.1%)	8 (2.9%)
1986							
23 (8.7%)	23.6	29 (11.0%)	25.1	88 (33.5%)	30.0	4 (1.5%)	9 (3.4%)

CORRELATION BETWEEN AGE AND

	1985	1986
English 98	r = -.22	-.18
English 99	r = -.19	-.15
Math 99	r = +.05	+.07

CONCLUSION

Overall, the 1986 graduating class bears a striking resemblance to the 1985 graduating class. We will need to compile these type of data for future graduating classes to see if certain trends continue or represent normal fluctuations. Only then can we see how curricula can be adjusted, schedules changed, advisement improved, all to meet our students' needs.

mp
12/19/86

ERIC Clearinghouse for Junior Colleges DEC 9 1988